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| Unit 3:Day Tuesday Afternoon: Programming for Students with Learning Disabilities | |  |
| 120 min | Math Learning Goals   * Participants will demonstrate understanding of 5 cognitive processes; verbal comprehension, perceptual reasoning, working memory, processing speed and visual motor integration and executive functioning. * Participants will apply understanding of 5 cognitive processes to program for students with learning disabilities. | Materials |
|  | 🡪IEP Individual Education Plan  “With a partner create a different set of words to represent the acronym IEP that reflects what Connie and Ruth discussed in the plenary, e.g. YRCDS: Inclusion Engagement Performance”.  Share acronyms with the large group. |  |
| Minds On… |
| 10 min |
|  | 🡪Review the 5 cognitive processes and answer clarifying questions.  **JigSaw Activity**  Present the primary division fraction lesson. Discuss the learning goals and the math content of the lesson as well as what students might do.  Home Groups: 5 members each.  Each home group member (blindly) selects 1 slip of colour coded paper from the set of 5 cognitive processes. Each member will represent the selected process in the home group.  **Expert Group Activity:** Home group members split into expert groups organized by cognitive process. Each expert group works to develop recommended accommodations for the lesson through the lens of the cognitive process it represents.  **Home Group Activity**:  Each member presents the recommended accommodations of their expert for the lesson. Other members use coloured dots to record accommodations.  **Large Group Report**:  What aha’s did you have as you engaged in this activity? Where were there overlaps in recommended accommodations?  Primary students don’t usually have IEP’s. How can this understanding of cognitive processes be useful in teaching primary grades? | 2 exemplary primary division lessons re fraction concepts  Strips of coloured dots (5 colours)  (1 per camper)  For each home group – a set of 5 colour coded pieces of paper each with the name of one of the 5 cognitive processes |
| Action! |
| 10 min  15 min  25 min  30 min  15 min |
|  | 🡪  **Pairs Activity: (**2nd exemplary lesson)  Work with a partner to recommend accommodations to a second exemplary lesson based on all 5 cognitive processes. Use coloured dots to record where accommodations can be used and what they might be.  Reflection: For your journal/treasure chest, describe three distinct ways you will use the understandings from these plenary/breakout sessions in your teaching. |  |
| Consolidate Debrief |
| 15 min  10 min |
|  | Home Activity or Further Classroom Consolidation |  |